

Administrator's Interpretive Guide

Knowledge and Concepts Examinations

Grades 3 • 4 • 5 • 6 • 7 • 8 • 10

2005 – 2006



Department of Public Instruction

Wisconsin Knowledge and Concepts Examinations

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Wisconsin Student Assessment System (WSAS)

Introduction

In the state of Wisconsin, one way that students demonstrate their progress toward achieving the academic standards in reading, language arts, mathematics, science, and social studies is through participation in the Wisconsin Student Assessment System (WSAS). The WSAS includes both regular assessments, i.e., the Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test (WKCE-CRT), taken by nearly all students, and the Wisconsin Alternate Assessment for English Language Learners (WAA-ELL) or the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).

This Administrator's Interpretive Guide is designed to help school and district staffs understand, explain, and use the results of the WKCE-CRT, WAA-ELL and WAA-SwD. This overview highlights the types of scores, and the reports provided for each assessment. To use assessment information effectively, it is essential that educators understand the information on these reports.

Collaboration between the Wisconsin Department of Public Instruction (DPI) and all school districts in the state is crucial to maintaining a successful assessment program. To accomplish this, the DPI is committed to providing school districts, schools, and individual students with quality information related to their achievement that will help to ensure challenging educational opportunities and programs for all children.

As required by s.118.30(1g)(a), Wis. Stats., by August 1, 1998, each school board must have adopted either the Wisconsin Model Academic Standards issued by the governor as an executive order under s. 14.23 or should have adopted their own academic standards.

Beginning in the 2005–2006 school year, the federal No Child Left Behind Act requires all states to test all students in reading and mathematics in grades 3–8 and once in high school. Wisconsin law s. 118.30 also requires the state to test students in language arts, science, social studies, and writing in grades 4, 8, and 10. These tests are referred to as the Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Tests (WKCE-CRT). A criterion-referenced assessment is designed to compare a student's strengths and needs with clearly defined standards, skill levels, or areas of knowledge. The WKCE-CRT at grades 3, 4, 5, 6, 7, 8, and 10 is aligned with the Wisconsin Model Academic Standards (WMAS) in English language arts, mathematics, science, and social studies. These standards determine the scope of the WSAS but are broader in content than any single WSAS test. No single test can tell us whether students have learned everything that is important for students to learn. For more information about the WMAS, see <http://dpi.wi.gov/standards/index.html>, and for specific information about the reading and mathematics test design, see <http://dpi.wi.gov/oea/wkce-crt.html>.

Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test (WKCE-CRT)

The WKCE-CRT is a large-scale standardized achievement test. Standardized tests are administered using carefully defined directions, time limits, materials, and scoring procedures for all test takers to ensure uniform testing conditions. The WKCE-CRT is made up of multiple choice (selected-response) and short answer (constructed-response) questions. At grades 4, 8, and 10, there is also a writing prompt. The Reading and Mathematics tests draw approximately 70% to 90% of total score points from selected-response items and 10% to 30% of score points from constructed-response items. Selected-response items have four machine-scored answer choices. Constructed-response items allow students to respond to questions by providing short answers. They are scored by professional staff experienced in providing reliable and consistent hand-scoring services. Constructed-response items allow partial credit for partially answered questions.

Student performance on these assessments is reported in accordance with the four proficiency categories. These proficiency scores show how students, schools, and districts performed on WKCE-CRT tests based on grade level expectations established by Wisconsin educators. Separate proficiency results are reported for each content area

tested. District and school Adequate Yearly Progress (AYP) is based on these proficiency levels. Writing scores are not included in school and district accountability measures and are provided as holistic scores only.

Although the tests have several purposes, the scores are primarily designed to be criterion-referenced. Criterion-referenced tests measure how students performed in relationship to the established Wisconsin Model Academic Standards. The reliability and validity of the tests are based on coverage of the standards by a sufficient number of test items. When used in conjunction with multiple measures of achievement, such as classroom observations and teacher-developed tests, the WKCE-CRT may provide information about the progress of groups of students, as well as the effectiveness of educational programs over time.

The results of the WKCE-CRT are used by the Department of Public Instruction for school and district accountability measures, as required by state and federal laws.

Annual Review of WKCE-CRT Results

State and federal laws require the annual review of school performance to determine academic student achievement and progress. Annual review of school performance required by the federal No Child Left Behind Act (NCLB) is based on the school's *Test Participation*, the *Other Indicator* required (Graduation or Attendance rate for the All Student group), and their proficiency rates in Reading and Mathematics.

The proficiency rates are based on the WKCE-CRT and Wisconsin Alternate Assessments (both for English language learners and students with disabilities) test scores of students enrolled in the school for a full academic year (FAY). The overall goal of NCLB is for all Wisconsin students to attain the "Proficient" or "Advanced" levels in Reading and Mathematics by the year 2014. For more information about Adequate Yearly Progress (AYP), see the DPI Web site <http://dpi.wi.gov/oea/accounty.html>.

Grade Advancement

Beginning in 2002–2003, s. 118.33, Wis. Stats. states that each school board is required to adopt a written grade advancement policy. The policy must specify the criteria for promoting a student from the fourth to fifth grade and from eighth to ninth grade. The school board's policy must include the pupil's score on the WKCE-CRT administered to all students enrolled in grades 4 and 8 under s. 118.30. This law went into effect September 1, 2002.

Content Areas Covered in the WKCE-CRT

Reading: WKCE-CRT uses authentic text reading passages and thematically linked questions to measure students' ability to determine the meaning of words and phrases in context, understand text, analyze text, and evaluate and extend text. The test involves the student in thinking critically and creatively, in solving problems, and in constructing meaning.

Mathematics: Real-world topics engage interest, provide context, and encourage confidence in the ability to do mathematics. Procedures such as estimation and mental computation are interwoven throughout the test. Computation items are included, many of them in a realistic setting to provide students with a sense of purpose. Reading and interpreting graphs and principals of geometry and measurement are also assessed.

Language Arts: WKCE-CRT assesses basic and higher-order skills essential for effective communication—language expression, writing, and research and inquiry skills. Directions, passages, and test questions are linked by themes that provide context and stimulate interest.

Science: WKCE-CRT assesses core concepts in the traditional content areas of life science, physical science, and Earth and space science, as well as key science inquiry skills. The ability to recognize, understand, and apply scientific principles and methods are measured in the context of situations students encounter in their everyday lives. Questions tap higher-order thinking skills, such as analysis, synthesis, and evaluation.

Social Studies: Thematic units interrelate social studies concepts. Primary sources and real-world materials such as maps, editorial cartoons, diary entries, photographs, and art provide students with authentic experiences. The test represents different cultures, geographic areas, and perspectives to help ensure equity for all students. In its framework, question formats, and graphics, the test emphasizes the interrelationships of history, geography, government, and economics.

Writing: Wisconsin's customized writing assessment is grounded in the Wisconsin Model Academic Standards, which emphasize the importance of writing for a variety of purposes and audiences. In the writing portion of the WKCE-CRT, students plan, write, and edit a composition on a specific topic (prompt) within a specified time frame. Beginning in the fall of 2002, students' essays were scored using anchor and training papers written by Wisconsin students under standardized testing conditions. These exemplar papers take into account the draft and impromptu nature of the writing situation. For more information about how WKCE-CRT writing is scored, see <http://dpi.wi.gov/oea/kcwriting.html>.

The writing prompts that may be used on the WKCE-CRT include the following purposes and modes:

- a) **Expressive (Narrative or Descriptive)** writing presents people, places, and subjects related to a specific theme and made vivid by complete and relevant sensory images.
- b) **Informative or Expository** writing presents autobiographical information, descriptions of people and places, character sketches, interview profiles, eyewitness reports, field notes, journalistic writing, explanations of concepts or ideas, cause-and-effect analyses, and literary analysis.
- c) **Persuasive** writing presents a paired proposal-solution, essays, letters, editorials, critical analyses, reviews, responses to issues or events, and speeches supporting a specific point of view.

Wisconsin Alternate Assessments (WAA)

Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)

The WAA-SwD is part of the Wisconsin Student Assessment System (WSAS) and is designed to assess the educational performance of students with disabilities who, even with accommodations, cannot meaningfully participate in the Wisconsin Knowledge and Concepts Examination—Criterion-Referenced Test (WKCE-CRT). The WAA-SwD is a checklist completed by teachers. It focuses on knowledge and skills that are aligned with Wisconsin Model Academic Standards in reading, language arts, mathematics, science, and social studies. These knowledge and skills are considered to be prerequisite to the majority of content assessed by the WKCE-CRT. They provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students.

The WAA-SwD Rating Scale has been divided by grade level (third, fourth, fifth, sixth, seventh, eighth, and tenth). Each grade level checklist includes the content areas assessed in that grade and the appropriate number of items and cut scores for the elementary, middle, and high school levels. For example, the third grade WAA-SwD includes reading and mathematics; the fourth grade WAA-SwD includes all five content areas assessed. These changes are designed to facilitate better communication about a student's level of functioning at grade levels and to comply with federal legislation.

All items in each of the content areas have been referenced back to the Alternate Performance Indicators (APIs), which are extensions of the Wisconsin Model Academic Standards. For further information on APIs go to <http://dpi.wi.gov/sped/assmt-waa.html>.

Wisconsin Alternate Assessment for English Language Learners (WAA-ELL)

The WAA-ELL is a standards-based alternative to the WKCE-CRT test, which consists of DPI-approved protocols and rubrics for the local collection and scoring of student work. Limited English Proficient students whose academic English skills are not sufficient to take the WKCE-CRT test in the subject area with allowable language accommodations (Pre-Requisite English) may take the WAA-ELL.

Students participating in alternate assessment for English Language Learners must have a reported English language proficiency level 1 or 2 as determined by individual school districts. By definition, the English language proficiency of these students precludes them from meaningful participation in the WKCE-CRT. The WAA-ELL allows these students the ability to demonstrate the knowledge of the same concepts as their English-proficient peers, while minimizing the influence of language. For further information on the WAA-ELL, go to <http://dpi.wi.gov/oea/ells.html>.

Criterion-Referenced Score Interpretations

A specified learning objective is called a criterion. A criterion-referenced score conveys information about student performance in relation to the Wisconsin Model Academic Standards, rather than to the performance of other test takers. Criterion-referenced scores included in WKCE-CRT reporting include Proficiency Levels, Scale Scores, Raw Scores, and Holistic Scores, and Standards Performance Indices (SPIs).

Proficiency Categories and Cut Scores

WKCE-CRT results are reported in terms of four proficiency categories: Advanced, Proficient, Basic, and Minimal Performance. Cut scores, used to place students in each category based upon their performance, were established by Wisconsin educators and other citizens at a Standard-Setting Panel held in February 2003. Proficiency categories and their corresponding cut scores reflect student mastery of the content knowledge and skills needed at the beginning of the school year in order to demonstrate mastery of the Wisconsin Model Academic Standards (WMAS) by the end of the school year.

When cut scores were established in February 2003, Wisconsin's standardized assessments administered in grades 4, 8, and 10 were known as the Wisconsin Knowledge and Concepts Examinations (WKCE). These assessments consisted of nationally normed "shelf" items from the *TerraNova* test series published by CTB/McGraw-Hill, Wisconsin's assessment contractor, with some customized Wisconsin items added to ensure coverage of the WMAS. Accordingly, WKCE scores were reported on the *TerraNova* scale.

Beginning in 2005–06, Wisconsin began administering the completely customized WKCE-CRT assessments in Reading and Mathematics at grades 3–8 and 10 as required by No Child Left Behind (NCLB). This required the development of new scales for reporting results. These new scales are aligned vertically in Reading and Mathematics so that student-level growth can be measured from one year to the next. Cut scores on the new WKCE-CRT scale were established using a statistical procedure known as equipercentile equating, which uses pre-existing cut scores at grades 4, 8, and 10 as "anchors" for establishing new cut scores.

The tables on the following pages provide general descriptions of the WKCE-CRT proficiency categories and the scale score range of each performance category for each content area. Proficiency results are found on the *Individual Profile Report*, *School Record Sheet*, and *Proficiency Summary Report*.

WKCE-CRT Proficiency Definitions and Scale Score Performance Ranges

	Proficiency Definitions
Advanced	Demonstrates in-depth understanding of the academic knowledge and skills tested on the WKCE-CRT.
Proficient	Demonstrates competency in the academic knowledge and skills tested on the WKCE-CRT.
Basic	Demonstrates some academic knowledge and skills tested on the WKCE-CRT.
Minimal Performance	Demonstrates very limited academic knowledge and skills tested on the WKCE-CRT.

For more information about the academic proficiency definitions, including the proficiency categories for the alternate assessments, see the DPI Web site at <http://dpi.wi.gov/oea/profdesc.html>.

Fall 2005 WKCE-CRT Cut Scores

	Grade 3							
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	270	393	394	429	430	465	466	640
Math	220	391	392	406	407	451	452	630

	Grade 4							
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	280	395	396	439	440	488	489	650
Language Arts	140	251	252	276	277	307	308	420
Math	240	420	421	437	438	483	484	650
Science	170	248	249	278	279	319	320	440
Social Studies	170	241	242	262	263	287	288	400

	Grade 5							
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	290	400	401	443	444	496	497	690
Math	270	444	445	462	463	504	505	680

	Grade 6							
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	300	417	418	456	457	513	514	730
Math	310	463	464	484	485	531	532	700

	Grade 7							
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	310	433	434	466	467	522	523	780
Math	330	479	480	503	504	554	555	710

	Grade 8							
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	330	444	445	479	480	538	539	790
Language Arts	250	357	358	384	385	417	418	520
Math	350	482	483	512	513	572	573	730
Science	230	348	349	374	375	418	419	560
Social Studies	230	333	334	363	364	402	403	530

	Grade 10							
	Minimal		Basic		Proficient		Advanced	
	Low	High	Low	High	Low	High	Low	High
Reading	350	455	456	502	503	554	555	820
Language Arts	290	392	393	427	428	483	484	630
Math	410	515	516	540	541	594	595	750
Science	240	410	411	428	429	465	466	610
Social Studies	240	407	408	419	420	454	455	620

For additional information regarding the test interpretation, a Q & A document and a Scale Score Crosswalk table (for comparison of the Fall 2004 WKCE to the Fall 2005 WKCE-CRT scale scores) are available at <http://dpi.wi.gov/oea/pdf/q&a-sscrswlk.pdf>.

Scale Scores

A scale score is a score on a numeric scale with intervals of equal size. The scale is applied to all students taking the WKCE-CRT test in a particular subject at a particular grade level, making it possible to compare scores from different groups of students or individuals from year to year. Plotting the mean (or average) scale score for each grade within a school or district for successive years allows relative academic growth to be tracked from one year to the next. Evaluation of trends over time within a group of students and across grades can help educational planning in a variety of ways. Scale scores within a content area may also be compared across grades and over time, providing some evidence of the success of programs if students served are in the tested group. However, due to the new scale on which these customized tests are reported, the fall 2005 WKCE-CRT should be considered Year One for these types of longitudinal comparisons.

Each content area is scaled separately; therefore, the scale scores for one content area cannot be compared to another content area. Scale scores are found on the *Individual Profile Report*, *School Record Sheet*, and *Scale Score Summary Report*.

Raw Scores and Holistic Scores

A raw score is the number of items answered correctly on a given test. For example, if a test had 59 items and the student got 23 correct, the raw score would be 23. Using scoring methods and statistical procedures based on specific item characteristics, raw scores can be converted into scale scores, local percentiles, objective or standards performance indices, and other scores in order to be interpreted meaningfully. Average raw scores compared with total possible points by content standard can be found on the *Item Analysis Summary by Standard Report*.

A holistic score is based on overall student achievement, rather than the accumulation of score points. Specific scoring rubrics are used to guide scorers in determining holistic scores. WKCE-CRT writing assessment scores are holistic scores, and these scores can be found on the *Individual Profile Report*, the *School Record Sheet*, the *Extended Writing Sample by Student Group*, and the *Extended Writing Sample by Rubric*. For more information about the holistic scoring writing rubrics, see <http://dpi.wi.gov/oea/kcwriting.html>.

Standards Performance Index

The Standards Performance Index (SPI) provides an estimate of how many items covering a given standard a student would have answered correctly if there had been 100 such items on the test. The statistical procedure used to calculate the Standards Performance Index is based on student performance on WKCE-CRT test items measuring each content standard, and related performance on other WKCE-CRT test items. The SPI can be used to analyze curriculum strengths and weaknesses in a given content standard, and is particularly useful when comparing performance across schools and student groups within a single year.

SPI averages cannot be directly compared across years because test questions measuring each standard change each year, and WKCE-CRT items measuring each content standard represent only a portion of the entire subject area test. The Standards Performance Index can be found on the *Individual Profile Report*, the *School Record Sheet*, and the *Standards Performance Summary*.

Norm-Referenced Score Interpretations

Norm-referenced score interpretations provide information that compares students' achievement with that of a larger reference group, such as all students tested on the WKCE-CRT statewide. Norm-referenced scores for the WKCE-CRT are presented in the following ways:

a) State Percentile

The State Percentile is a ranking of an individual student's results relative to other test takers in the state. For example, a student who scored at the 82nd percentile had a score that was equal to or better than 81 percent of the scores of all the students in Wisconsin who took the same test. State percentile scores can be found on the *Individual Profile Report*.

b) State Percentile at the Mean Normal Curve Equivalent (NCE)

The State Percentile at the mean NCE compares the average performance of a group of students to the performance of students throughout the state. Percentiles are converted to NCE so that they can be averaged. The average (or mean) NCE is then converted back to a "group" percentile so that it can be more easily interpreted. If the state percentile at the mean NCE for a given group is 65, then that group (as a whole) performed better than or equal to 64 percent of the students in the state. State percentile at the mean NCE scores can be found on the *Scale Score Summary Report*.

WKCE Reports

Features Common to All Reports

Each of the reports listed contains the features described below. Because these features are common to all reports, they will be identified and pointed out, but not discussed in any detail in the content description of each report.

Identifying Information: Identifying information is found in the left panel of the report and includes school and/or district names, grade level tested, test date, and scoring pattern. The testing window for the 2005–2006 academic year was October 24–November 25, 2005. The Student Report includes student-identifying information.

Purpose Statement: The purpose statement is also found in the left panel of each report. It explains what the report contains and how the information may be used. This will help in interpreting the test results for individual students, schools, and districts.

Total Enrollment/Number of Students: The total enrollment of students is found on the school and district reports. Generally, this includes all students attending public schools in the school or district. However, test results for any student with a disability who resides in one district and who attends school in another district are reported with results for the district responsible for the IEP. This is the district of residence unless the student is attending school out-of-district under Open Enrollment or Chapter 220. All students attending a school under Open Enrollment or Chapter 220 are included with results for the school and district of attendance.

Continue to the next page.

Individual Profile Report

The *Wisconsin Knowledge and Concepts Examinations-Criterion-Referenced Test* provides information about educational achievement and skills in basic content areas. The sample 4th-grade *Individual Profile Report* on page 13 indicates a 4th-grade student's proficiency levels in Reading, Language Arts, Mathematics, Science, and Social Studies. The report will provide a complete record of the student's performance, including general information about achievements in these content areas, as well as specific information about the student's levels of proficiency. This information can provide a basis for planning an educational program to meet specific academic needs.

Front Page of the Individual Profile Report

The front page of the *Individual Profile Report* (IPR) provides information about a student's achievement in tested subjects in terms of four proficiency levels: Advanced, Proficient, Basic, and Minimal Performance. Students in all grades (3–8 and 10) are tested in Reading and Mathematics, while students in grades 4, 8, and 10 are also tested in Language Arts, Science, Social Studies, and Writing. Using this report, parents and educators can compare student performance to proficiency levels defined by Wisconsin educators, and identify areas of relative strength and need. This report also provides an explanation of WKCE-CRT writing scores. A description of the information on the IPR (see page 13) is shown below.

PROFICIENCY LEVELS

- A Identifying Information.** The student's name and grade are shown in the top left-hand panel of the report. You will also find the student's birth date, test date, school, and district listed in the lower part of this panel, as well as any testing accommodations used by the student.
- B Purpose.** This statement indicates what the report contains and how to use the data. This helps teachers and parents/guardians interpret the test results.
- C Proficiency Levels.** The chart provides information about student achievement in terms of proficiency levels. For each subject, a scale score range and the cut scores for each proficiency level are shown, along with a bar graph indicating the proficiency level the student achieved in each content area.

For example, the sample report shows that this 4th-grade student achieved a scale score of 385 in Language Arts, which falls into the "Advanced" category.

- D Explanation of WKCE-CRT Proficiency Levels.** This section provides an explanation of the WKCE-CRT proficiency levels.
- E WKCE-CRT Extended Writing.** This section provides the type of writing mode the student was tested on. Each grade (4, 8, and 10) may have responded to a different writing prompt. If a student did not take the writing test, this section will be left blank. The writing scores include the 6-point Composing score and the 3-point Conventions score.

Back Page of the Individual Profile Report

The back page of the *Individual Profile Report* (IPR) provides additional interpretive information about the WKCE-CRT, including descriptions of the types of score data, proficiency categories, and the Standard Performance Index (SPI). The back page of the IPR also includes a listing of "condition codes" used for students on the Writing test, as well as the testing accommodations used by the student.



2005-2006

Individual Profile Report

ROBERT
LOUIS
SCHOENLEBER

A

Grade: 4

B

Purpose

This report presents information about student achievement on the Wisconsin Knowledge and Concepts Examination-Criterion Referenced Test (WKCE-CRT), Proficiency Levels, Scale Scores and State Percentiles describe the student's performance on subject area tests. A Standards Performance Index helps students, parents, and educators identify specific areas of need relative to the Wisconsin Model Academic Standards.

Simulated Data

Birthdate: 02/08/96

Local Student ID: 9123456789

Accommodations: NONE

A

Test Date: 10/24/05

Scoring: PATTERN (IRT)

School: ANY SCHOOL

12345678

District: ANY DISTRICT

State: WISCONSIN



Scale Scores, State Percentiles and Proficiency Levels - A scale score is a measure of performance of this student on the WKCE-CRT subject area test. Scale scores do not have the same meaning across subjects, but may be used to compare scores for the same subject over time. State percentiles provide evidence of student performance relative to other test takers in the state. Proficiency levels, defined by Wisconsin educators, present information about a student's performance in terms of four levels: Minimal Performance, Basic, Proficient and Advanced.

Scale Scores and State Percentiles					WKCE-CRT Proficiency Levels			
	Score Min-Max	Proficiency Level Basic	Cut-Score Proficient	Cut-Score Advanced	Your Student	State Percentile	Minimal Performance	Basic
Reading	290-650	396	440	489				
Language Arts	140-420	252	277	308	385	93		
Mathematics	240-650	421	436	484	430	42		
Science	170-440	249	279	320	329	77		
Social Studies	170-400	242	263	288	271	58		

Standards Performance Index - Each WKCE-CRT subject area test measures student learning with respect to the Wisconsin Model Academic Standards in that subject. A Standards Performance Index is calculated for each tested standard listed below, and can be used to assess strengths and needs within an academic area. A diamond to the right of the Proficient line indicates a relative strength, and a diamond to the left of Proficient may indicate a need.

	Proficient		Proficient
Reading			
Determines Meaning			
Understands Text			
Analyzes Text			
Evaluates/Extends Text			
Language Arts			
Writing			
Language			
Research and Inquiry			
Mathematics			
Mathematical Processes			
Number Operations			
Geometry			
Measurement			
Statistics/Probability			
Algebraic Relationships			
Science			
Science Connections			
Nature of Science ¹			
Science Inquiry			
Physical Science			
Earth and Space			
Life and Environment			
Science Applications ¹			
Personal/Social Perspectives			
Social Studies			
Geography			
History			
Political Science			
Economics			
Behavioral Science			



The extended writing sample is evaluated using two scoring methods. A three-point conventions score measures punctuation, grammar, capitalization and spelling. A six-point composition score measures purpose, organization, content development, sentence fluency, and word choice. Maximum "Total Score" is nine points.

¹ See back for footnotes.

03/24/06

2005-2006 Wisconsin Student Assessment System

Scale Scores and State Percentile:

The table indicates the lowest and highest possible scale score for each subject for the grade level tested, as well as the cut scores that divide the 4 categories of achievement, the student's scale score and the student's state percentile rank. State percentile rankings are based on the performance of Wisconsin students.

Scale Score—Scale scores are produced from a single range of scores that is continuous across all grades and test levels. Scales are established independently for each subject, and are not comparable between subject area tests. The major use of the scale score is for measuring achievement growth of students or groups of students, within a subject area from year to year.

Cut Score—A cut score indicates the scale score required to be included in a given achievement category. For example, the "Basic" cut score separates minimal performance from basic. Wisconsin's WKCE-CRT cut scores were established by Wisconsin educators and citizens, and approved by the Superintendent of Public Instruction.

Percentile—Percentile rank scores indicate the percent of students in the norm or reference group whose score for a test falls below a particular student's scale score. For example, a percentile ranking of 58 means a student's scale score was higher than 58% of the students in the norm group who were in the same grade and took the same test.

WKCE-CRT Proficiency Levels:

The graph represents student performance on the WKCE-CRT relative to the following four categories of achievement.

Advanced—Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE-CRT.

Proficient—Demonstrates competency in the academic knowledge and skills tested on WKCE-CRT.

Basic—Demonstrates some academic knowledge and skills tested on WKCE-CRT.

Minimal Performance—Demonstrates very limited academic knowledge and skills tested on WKCE-CRT.

D

Standards Performance Index (SPI):

The SPI is a numerical value that estimates how many questions covering a specific standard the student would have answered correctly had there been 100 questions covering that standard on the test. SPI proficiency was calculated based on the subject area cut-scores determined by Wisconsin educators. Student SPI scores are presented as a diamond, relative to proficient. The line through the diamond indicates the error associated with the computation of this score. Due to the difference in specific items from year to year, these scores should not be used to show progress over time. They are meant to provide specific information about how the student performed on the WKCE-CRT this year.

Extended Writing:

Using a state-developed prompt based on the Wisconsin Model Academic Standards students plan, write, and edit a composition within a specified time frame. Students receive a conventions score of 1-3 points, a composition score of 1-6 points, or one of the codes listed below.

LB — Left Blank
IL — Illegible
AL — Another Language
INV — Invalidated Test
PR — Parental Refusal
NT — Not Tested
OT — Off-Topic

Note: Students who receive an "Off-Topic" composition score will still be evaluated for conventions, and will receive a numeric score.

Testing Accommodations:

Testing Accommodations—Testing accommodations alter how the test is given to allow students with special educational needs to demonstrate what they know and are able to do. Accommodations do not alter what the test measures. Specific accommodations for English Language Learners and Students with Disabilities are noted below the "Purpose" statement on the left bar on the front of this report, and are defined below.

For English Language Learners:

A—simplify language in directions
B—translate, read aloud, clarify, or simplify test items in presentation or student response^{*}
C—provide dictionary or spelling aid^{*}
D—provide extra time for timed tests
E—student responds in native language, and a translator records student response in writing in English^{*}
F—provide audio recording of test items in native language version^{*}
G—provide side-by-side bilingual test or translated version^{*}

For Students with Disabilities:

H—simplify language in directions
I—read questions and content to student^{*}
J—sign questions and content to student^{*}
K—use text-talker converter^{*}
L—provide extra time for timed tests
M—allow more breaks that result in extra time for any timed test^{*}

^{*}Not allowed on Reading test

^{*}Not allowed on English Language Arts or Reading test.

Footnotes:

¹SPI scores are not reported if there are fewer than 4 items that measure the skill.



WAA Individual Profile Report

Students who were assessed in one or more subjects using the Wisconsin Alternate Assessment—Students with Disabilities (WAA-SwD) or Wisconsin Alternate Assessment—English Language Learners (WAA-ELL) receive a separate *Individual Profile Report* (IPR) showing their results. The front and back of the *WAA Individual Profile Report* can be seen on page 15. For additional information, see <http://dpi.wi.gov/oea/wsasalt.html>.



2005-2006

Wisconsin Student Assessment System Alternate Assessments

WAA Individual Profile Report

DONALD
JAMES
SCHOENLEBER

Grade: 3

Purpose

This report presents information about student achievement in terms of proficiency levels. The proficiency levels are based upon customized assessments administered and scored locally. Using this report, parents and educators can compare student performance to proficiency levels, defined by Wisconsin educators, and identify areas of relative strength and need.

Simulated Data

Birthdate: 02/08/95
Local Student ID: 121234568

Test Date: 10/24/05

School: ANY/SCHOOL 1234-5678
District: ANY/DISTRICT
State: WISCONSIN



Notes: WSAS Alternate Assessments (WAA)

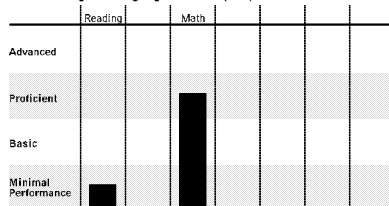
WAA are standards-based alternatives to the Wisconsin Knowledge and Concepts Examinations-Criterion Referenced Tests (WKCE-CRT) at grades 3-8 and 10. They consist of DPI-approved protocols and scoring methods for the local collection and local scoring of student work. English Language Learner (ELL) students whose academic English skills are not sufficient to take the WKCE-CRT test in the subject area with

allowable language accommodations (Pre-Requisite English), and students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE-CRT test in the subject area with allowable accommodations (Pre-Requisite Skill), are required to take WSAS Alternate Assessments. See: <http://dpi.wi.gov/oea/wsasalt.html>

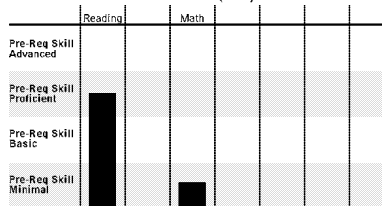
WAA-ELL. Students with English proficiency of 1 or 2 are required to participate in the WAA-ELL, and students with English proficiency of 3 or higher are required to participate in WKCE-CRT. However, any student with ELL may participate in the WAA-ELL. Proficiency levels used in reporting WAA-ELL results correspond to those set for WKCE-CRT. See the back of this report for explanations of WAA-ELL proficiency levels.

WAA-SwD. Pre-Requisite Skill levels, based upon DPI-approved protocols and scoring methods, are assigned to students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE-CRT test in the subject area with allowable accommodations. These skill levels provide common benchmarks for describing where a student is currently functioning with regard to developmental expectations for all students. See the back of this report for explanations of WAA-SwD proficiency levels.

WAA for English Language Learner (ELL) Students



WAA for Students with Disabilities (SwD)



01/06/06

2005-2006 Wisconsin Student Assessment System

WAA English Language Learner (ELL) Proficiency Levels

4 Advanced

Demonstrates in-depth understanding of academic knowledge and skills tested.

3 Proficient

Demonstrates competency in the academic knowledge and skills tested.

2 Basic

Demonstrates some academic knowledge and skills tested.

1 Minimal Performance

Demonstrates very limited academic knowledge and skills tested.

WAA Students with Disabilities (SwD) Proficiency Levels

Pre-Requisite Skill Advanced

Student demonstrates a consistent understanding of the concepts and skills contained in the content area, but he or she is functioning at a level that is significantly below grade and/or developmental expectations. He or she requires minimal support to demonstrate his or her learning.

Pre-Requisite Skill Proficient

Student demonstrates an emerging ability to understand and perform within the content area. Student's understanding of concepts and performance of most skills in the items is inconsistent, and he or she requires moderate support to demonstrate his or her learning.

Pre-Requisite Skill Basic

Student attends to instruction in the content area and participates in activities with extensive support. Student responds or performs some skills in a limited number of settings.

Pre-Requisite Skill Minimal

Student exhibits very few of the prerequisite skills and knowledge in the content area. He or she is unable to perform skills or demonstrate knowledge without full physical prompting in a highly structured setting.



11/10/05



School Record Sheet

School: ANYSCHOOL

Grade: 4

Simulated Data

Purpose

This report presents information about student achievement in terms of Proficiency Levels, Scale Scores, and a Standards Performance Index. This report can be used to evaluate strengths and weaknesses in the curriculum.

This report is NOT for public review.
Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

CONFIDENTIAL - DO NOT DISTRIBUTE

Test Date: 10/24/05 Scoring: PATTERN (IRT)

District: ANYDISTRICT
State: WISCONSIN

1234-5678

Page 1



2005-2006

Wisconsin Student Assessment System

Proficiency Levels:

A: ● Advanced
P: ● Proficient
B: ● Basic
M: ○ Minimal Performance
/ No Items Attempted

	WKCE-CRT State Averages	WKCE-CRT District Averages	WKCE-CRT School Averages	ABERCOMBIE, STEVEN J	AMBRONINI, CINDY L	BALESTERI, JEFFERY M	BRIGEMAN, SANDY J	CHAMBLISS, SARAH	CHANG, WENDY	DONNELLY, SAM K	FERGUSON, TONY E	FRY, SUSAN D	GARCIA, RITA	GEORGE, JOYCE L	HAVILAND, DAVID P	HOSKINS, DOUG	KENNEDY, JAMIE L	0000000015
Reading—Proficiency																		
Reading—Scale Score	465.2	495.2	502.3	478	511	423	477	ELL	479	425	479	SWD	488	511	433	433	433	343
Determines Meaning	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	○
Understands Text	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	○
Analyzes Text	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	○
Evaluates/Extends Text	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	○
Language Arts—Proficiency																		
Language Arts—Scale Score	295.2	349.5	389.3	279	253	279	289	389	290	291	371	SWD	260	203	296	223	223	259
Writing	○	●	●	○	○	○	○	●	○	○	○	○	○	○	○	○	○	○
Language	○	●	●	○	○	○	○	●	○	○	○	○	○	○	○	○	○	○
Research and Inquiry	○	●	●	○	○	○	○	●	○	○	○	○	○	○	○	○	○	○
Mathematics—Proficiency																		
Mathematics—Scale Score	458.8	507.2	539.2	478	531	423	477	479	509	425	469	SWD	458	NT	427	429	429	402
Mathematical Processes	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Number Operations	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Geometry	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Measurement	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Statistics/Probability	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Algebraic Relationships	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Science—Proficiency																		
Science—Scale Score	303.5	270.4	269.4	298	331	INV	317	317	309	275	319	SWD	308	331	273	273	273	243
Science Connections	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Nature of Science	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Science Inquiry	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Physical Science	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Earth and Space	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Life and Environment	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Science Applications	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Personal/Social Perspectives	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Social Studies—Proficiency																		
Social Studies—Scale Score	268.8	234.8	228.3	268	361	243	267	267	269	255	279	SWD	278	361	273	244	244	193
Geography	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
History	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Political Science	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Economics	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Behavioral Science	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Writing Total	3.5	6.0	5.0	3.0	6.5	1.0	5.0	4.5	3.5	1.0	5.0	B	3.5	7.5	NT	2.0	2.0	2.5
Composing Rubric	2.5	4.0	3.0	2.0	4.5	1.0	3.5	3.0	2.0	OT	2.5	SWD	2.0	5.0	NT	1.0	1.0	1.5
Conventions Rubric	1.0	2.0	2.0	1.0	2.0	0.0	1.5	1.5	1.5	1.0	2.5	SWD	1.5	2.5	NT	1.0	1.0	1.0

AL: Another Language

OT: Off-Topic
LB: Left Blank
IL: Illegible

NT: Not Tested
INV: Invalidated Test
PR: Parental Refusal

ELL: Took WAA-ELL
SWD: Took WAA-SwD

-- Fewer than four items on the WKCE-CRT measure that content standard.

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Note: This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws and local school board policy.



PUBLIC

District Proficiency Summary

District: ANYDISTRICT

Grade: 8

Simulated Data

Purpose
This report provides evidence of how well students are able to demonstrate knowledge and skills that are important for progress in school and as adults. The long term goal is for all students to progress to the proficient or advanced level.

***To protect student privacy, results are not reported in every row.**

Test Date: 10/24/05 Scoring: PATTERN (IRT)

State: WISCONSIN 1234



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2005-2006

Wisconsin Student Assessment System

Proficiency Summary Report: Reading

Advanced: Demonstrates in-depth understanding of academic knowledge and skills tested. Proficient: Demonstrates competency in the academic knowledge and skills tested. Basic: Demonstrates some academic knowledge and skills tested. Minimal Performance: Demonstrates very limited academic knowledge and skills tested. Pre-Requisite Skill: Demonstrates achievement below the range tested.	Total Enrolled in Grade	Number Included in % ^a	No WSAS (Total)	% No WSAS (Total)	% Excluded by Parent ^b	% Reasons Unknown ^c	WSAS Proficiency Categories										WKCE-ORT				
							WAA for Svd Pre-Requisite Skill ^d					WAA for ELL Pre-Requisite English ^d					WAA for ELL Pre-Requisite English ^d				
							% Pre-Req Skill (Total)	% Pre-Req Skill Minimal	% Pre-Req Skill Basic	% Pre-Req Skill Proficient	% Pre-Req Skill Advanced	% WAA-ELL ^d (Total)	% WAA-ELL ^d Minimal Perf	% WAA-ELL ^d Basic	% WAA-ELL ^d Proficient	% WAA-ELL ^d Advanced	% Minimal Performance	% Basic	% Proficient	% Advanced	
Students in Wisconsin Public Schools	65000	65000	1	0	0	1	1	0	0	1	0	0	0	0	1	0	0	11	11	47	29
Students in this District	80	80	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	11	51	33	
Students Not in District Full Acad Yr	16	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	31	25	31	
Students in District Full Acad Yr	64	64	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	6	58	33	
Students in District Full Acad Yr	58	58	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	60	36	
In Single School	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	67	33	0	
Not in Single School	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
With Disabilities Attending Another Dist ^a	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	67	33	0	
Combined Above Two Groups	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	67	33	0	

Students in this District Full Academic Year by Demographic Group

Students in this District Full Acad Yr	64	64	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	6	58	33
Female	27	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	81	4
Male	37	37	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	41	54
Gender Code Missing or Invalid	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian/Alaska Native	16	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	31	56
Asian/Pacific Islander	7	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	57	29	14
Black (Not of Hispanic Origin)	5	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	16	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White (Not of Hispanic Origin)	16	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	75	28
Race/Ethnicity Missing or Invalid	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0
Combined Groups (Small Number) ^a	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
English Language Learner	29	29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	22	78
English Proficient	35	35	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	83	3
Migrant	34	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	37	57
Nonmigrant	30	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	12	50	35
Students with Disabilities	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	67	33	0
Nondisabled	58	58	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	60	36
Economically Disadvantaged	34	34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	12	50	35
Not Economically Disadvantaged	30	30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	67	30

¹ All students are expected to take WSAS assessments except students in grades 4, 8, and 10 who are excused by their parents. WSAS includes statewide standardized tests (e.g., WKCE-CRT), and Wisconsin Alternate Assessments (WAA-ELL) for students with disabilities. Students who are not tested are counted as "not-tested" when calculating Adequate Yearly Progress.

² The following student categories are not included in the WSAS assessment results:

a) Students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE-CRT test in the subject area with allowable accommodations (Pre-Requisite English).

b) English Language Learner students whose academic English skills are not sufficient to take the WKCE-CRT test in the subject area with allowable language accommodations (Pre-Requisite Skill).

3 Proficiency categories used in reporting Alternate Assessment results for students in the "Pre-Requisite English" category correspond to those set for WKCE-CRT.

4 Test results for students with disabilities who reside in this district but who are placed in a school in another district due to special educational needs are reported with the results for this district.

5 On Public (suppressed) Reports, Combined Groups (Small Number) combines results from two or more racial/ethnic groups when results from any single group have been suppressed to protect privacy.

6 The number of students included in the percentages will be the total number enrolled unless there are privacy concerns due to disaggregated school reporting.

03/23/06

PROFICIENCY SUMMARY 2005–2006

GENERAL INTERPRETATION

The “Proficiency Summary Report” shows student performance on Wisconsin Student Assessment System (WSAS) tests by proficiency category and by student group. WSAS assessments measure student achievement in reading and mathematics at grades 3–8 and 10. WSAS assessments also include language arts, science, social studies, and writing at grades 4, 8, and 10. The WSAS includes both the WKCE-CRT, taken by nearly all students, and alternate assessments taken by certain English Language Learner students or students with disabilities.

All students are expected to take WSAS assessments except students at grades 4, 8, and 10 who are excused by their parents. An extended testing window is provided so that students who are absent on any given day can take make-up tests. Some students are not assessed possibly due to long-term absences or other reasons.

The following students take alternate assessments in the subject area in lieu of regular assessments: a) Students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE-CRT test in the subject area with allowable accommodations (Pre-Requisite Skill) and b) English Language Learner (ELL) students whose academic English skills are not sufficient to take the WKCE-CRT test in the subject area with allowable language accommodations (Pre-Requisite English).

The results of the WKCE-CRT are reported in terms of four proficiency categories: Advanced, Proficient, Basic, and Minimal Performance. Results for students participating in Wisconsin Alternate Assessments for English Language Learners (WAA-ELL) are reported in terms of the same categories. For WKCE-CRT purposes, each of the four proficiency categories is associated with a range of scores. These WKCE-CRT score ranges were established by the State Superintendent of Public Instruction based on the work of Wisconsin educators and knowledgeable community members using a process designed by nationally recognized researchers. Ongoing studies monitor the relationships and document comparability between proficiency categories used for reporting of WAA-ELL and WKCE-CRT tests.

The results for students participating in Wisconsin Alternate Assessments for Students with Disabilities (WAA-SwD) are also reported in terms of four proficiency categories: Pre-Requisite Skill Advanced, Proficient, Basic, and Minimal. These categories are below the range covered by WKCE-CRT for the grade level.

HOW TO READ THIS REPORT

The report is organized with district, school, grade, subject area, and demographic selections shown at the top of the report. WSAS participation information and the percentage of students in each proficiency category are shown by WSAS assessment type below the WSAS Proficiency Categories heading. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. In each row, the first column shows the total number of students in that demographic group enrolled in the grade. Reporting by student demographic group on district and school level reports is based only on students enrolled for a full academic year. Percentages across each row in shaded columns add up to 100. Small discrepancies may exist due to rounding.

Continuing across the row, the first column under the “No WSAS” subheading is called “% No WSAS,” which is the percentage of students enrolled who did not participate in WSAS in this subject. These students have no results under the WAA for SwD, WAA for ELL, and WKCE-CRT columns. The next two columns are the reasons students might not participate in WSAS; the sum of the percentages in these two columns is the “% No WSAS.”

The first column under the “WAA for SwD” subheading is “% Pre-Req Skill,” which is the percentage of students enrolled who participated in WAA-SwD.

The next four columns are the Pre-Requisite Skill levels, which are the WAA-SwD proficiency categories; the sum of these four percentages is the “% Pre-Req Skill.” Percentages under the “WAA for ELL” and “WKCE-CRT” subheadings may be read in a similar manner.

STUDENT PRIVACY

On public reports, to protect student privacy, test results are not reported in every row. Care was taken to avoid disclosure of results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level only need to consider the number of students in each group at that school. District level rules must account for the size of groups in the district and in each school of the district.

On Private Reports, test results are reported in every applicable row. Private Reports may contain personally identifiable information about individual students. Distribution of Private Reports within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

Data that do not infringe on student privacy can be downloaded from the Office of Education Accountability Web site.

USING THIS REPORT TO IMPROVE LEARNING

For school and district improvement purposes, the focus is on the percentage of students enrolled who are performing at the Proficient and Advanced levels. The proficiency of students enrolled for a full academic year provides one indicator of how successful your school or district has been in meeting the academic needs of students in this grade and prior grades up to the time of testing. The Proficient and Advanced categories are the long-term educational goals for all students in every group except for students with severe disabilities.

Student performance on WKCE-CRT has been reported by proficiency categories since 1997–98. The score ranges associated with these proficiency categories were changed in 2002–03 to reflect the increasingly high-stakes use of WKCE-CRT results. Starting with the fall 2005 administration, the WKCE-CRT includes customized reading and mathematics tests at grades 3–8 and 10, and nationally normed tests that have been enhanced to improve alignment with Wisconsin Model Academic Standards, in language arts, science, and social studies. The customized and enhanced tests have a new scale, but the meaning of the proficiency categories, as they were established in 2002–03 remains the same. However, any comparisons made between current proficiency reports and reports prior to 2002–03 should be made with this in mind.

More detailed suggestions for using the information in this report can be found at the Office of Educational Accountability Web site listed below. Note that no single test can tell us whether students have learned everything that is important for students to learn. Additional local evidence should be reviewed for a more complete picture.

FOR MORE INFORMATION

Student Privacy: http://dpi.wi.gov/oea/priv_more.html
WKCE-CRT: <http://dpi.wi.gov/oea/kce.html>
Downloadable Summary Data:
http://dpi.wi.gov/oea/spr_kce.html



PRIVATE

Scale Score Summary Report

District: ANYDISTRICT

Grade: 8

Simulated Data

Purpose

This report provides information about the distribution of WKCE-CRT scores within and across student groups. Educators can compare scale scores at the median for a student group to scores below this median and above this median. Wide score distributions or low scores provide evidence of wide achievement gaps and/or low achievement.

Scale scores within a subject area may be compared across grades and over time providing some evidence of success of programs. Note that scale scores are not equivalent across subject areas because each subject area test is scaled separately. See the WKCE-CRT Administrators Interpretive Guide for more information:
http://dpi.wi.gov/oea/kce_public.html#adminguide.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

CONFIDENTIAL - DO NOT DISTRIBUTE

Test Date: 10/24/05 Scoring: PATTERN (IRT)

State: WISCONSIN 1234



Note: This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws and local school board policy.

2005-2006

Wisconsin Student Assessment System

These summary statistics provide information about the distribution of scores earned by students taking WKCE-CRT subject area tests. The standard deviation is a measure of how much scores vary around the mean. Percentiles describe the location of scale scores of lower, middle, and higher performing students in each student group. The "State Percentile at the Mean NCE" score indicates how the students in the group performed, on average, relative to other students in the state.

Students in Wisconsin Public Schools
Students in this District
Students Not in District Full Acad Yr
Students in District Full Acad Yr
In Single School
Not in Single School
With Disabilities Attending Another Dist'
Combined Above Two Groups

Results for Students Tested on WKCE-CRT											
Total Enrolled in Grade	Number Results ¹ Included in	Mathematics									
		# Tested WKCE-CRT	% Tested WKCE-CRT	Mean Scale Score	Standard Deviation	10th Percentile	25th Percentile (Q1)	50th Percentile (Q2 - Median)	75th Percentile (Q3)	90th Percentile	State Percentile at the Mean NCE
65000	65000	97	97	600.7	43.0	563.3	578.8	597.5	618.4	636.3	XX
226	226	100	100	600.7	43.0	563.3	578.8	597.5	618.4	636.3	XX
3	3	100	100	604.3	43.0	563.2	578.4	597.7	618.3	635.9	XX
223	223	100	100	600.6	43.0	563.2	578.4	597.7	618.3	635.9	XX
223	223	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0

Students in this District Full Academic Year by Demographic Group

Students in this District Full Acad Yr	223	223	100	600.6	43.0	563.2	578.4	597.7	618.3	635.9	XX
Female	118	118	100	607.7	43.0	573.6	588.3	602.8	621.0	637.7	XX
Male	105	105	100	594.4	43.0	558.2	570.2	588.7	615.5	635.4	XX
Gender Code Missing or Invalid	0	0	0	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	2	2	100	621.0	43.0	0	0	0	0	0	XX
Black (Not of Hispanic Origin)	1	1	100	468.0	0	0	0	0	0	0	0
Hispanic	5	5	100	581.5	43.0	0	0	0	0	0	XX
White (Not of Hispanic Origin)	215	215	100	602.3	43.0	563.9	579.0	598.7	619.1	635.9	XX
Race/Ethnicity Missing or Invalid	0	0	0	0	0	0	0	0	0	0	0
Combined Groups (Small Number) ²											
English Language Learner	0	0	0	0	0	0	0	0	0	0	0
English Proficient	223	223	100	601.4	43.0	518.4	578.4	598.3	618.8	636.0	XX
Migrant	0	0	0	0	0	0	0	0	0	0	0
Nonmigrant	223	223	100	601.4	43.0	563.4	578.4	598.3	618.8	636.0	XX
Students with Disabilities	20	20	100	570.4	43.0	546.6	554.8	570.8	577.0	592.2	0
Nondisabled	230	230	100	604.1	43.0	565.9	584.2	600.1	620.2	637.4	XX
Economically Disadvantaged	15	15	100	598.5	43.0	559.0	578.5	604.0	623.3	633.7	XX
Not Economically Disadvantaged	208	208	100	601.7	43.0	564.0	578.3	598.1	628.5	637.3	XX

¹ Percentiles are not reported if the number of students tested in the group is fewer than 10.

² On Public (suppressed) Reports, Combined Groups (Small Number) combines results from two or more racial/ethnic groups when results for any single group have been suppressed to protect privacy.

³ The number of students included in the results will be the total number enrolled unless there are privacy concerns due to disaggregated school reporting.

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03/24/06

SCALE SCORE SUMMARY 2005–2006

GENERAL INTERPRETATION

The “Scale Score Summary” provides data about the distribution of scale scores earned by students taking WKCE-CRT subject area tests. The report presents three types of information: mean scale scores and their standard deviations, local percentiles, and state percentile at the mean NCE.

The mean scale score measures the performance of students as a group. The standard deviation measures how far a student’s scale score is from the group mean.

Local percentiles describe the location of scale scores of lower, middle, and higher performing students in each student group. For each group, 10%, 25%, 50%, 75%, and 90% of students tested scored at or below the scores reported for that group at the 10th, 25th, 50th, 75th, and 90th percentiles, respectively. In other words, for example, the 90th local percentile divides the highest 10% of the scores of students in a group from the lowest 90% of students in that group. Percentiles for groups with fewer than 10 students have limited usefulness, so are not reported.

The “State Percentile at the Mean NCE” score indicates how the students in the group performed, on average, relative to other students in the state. For example, a percentile rank of 65 indicates that, on average, the students in the group performed better than 65 percent of the students in the state.

The “Scale Score Summary” provides no information about students not tested on WKCE-CRT or about student performance on alternate assessments (WAA). Information about performance on alternate assessments is provided on the Wisconsin Student Assessment System (WSAS) Proficiency Summary Report.

HOW TO READ THIS REPORT

The report is organized with district, school, grade, subject area, and demographic selections shown at the top of the report. Student groups required for disaggregated reporting are listed down the left side. Student group enrollment, number and percentage of students tested, mean scale scores and standard deviations, local percentiles, and the state percentile at the mean NCE for the student group are found in the corresponding columns.

Summary information about each student group can be read across the rows of the report. In each row, the first column shows the total number of students enrolled in the grade. (Note: District and school level disaggregation by student group [e.g., female] is based upon students enrolled in the district or school for a full academic year.) Continuing across the row, the first column under the subject area (e.g., Reading) reports the number of students in the grade who were tested on WKCE-CRT in Reading, and the next column indicates the percentage of all students in the grade who were tested on the WKCE-CRT in Reading. The remaining columns show the mean (average) scale score, the standard deviation of scores, the scale scores of students at the 10th, 25th, 50th, 75th, and 90th percentiles, and the state percentile at the mean NCE for the group.

STUDENT PRIVACY

On public reports, to protect student privacy, scores are not reported in every row. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for

all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level only need to consider the number of students in each group at that school. District level rules must account for the size of groups in the district and in each school of the district.

On private reports, test results are reported in every applicable row. Private Reports may contain personally identifiable information about individual students. Distribution of Private Reports within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

Data that do not infringe on student privacy can be downloaded from the Office of Education Accountability Web site.

USING THIS REPORT TO IMPROVE LEARNING

This report provides information about the distribution of WKCE-CRT scale scores within and across student groups. Reading across each row, educators can compare scale scores at the median (50th percentile) for a student group to scores below this median (10th and 25th percentiles) and above this median (75th and 90th percentiles). Reading down each column, educators can compare scale scores for a student group with their counterparts in other student groups, including students statewide and districtwide. Wide score distributions or low scores provide evidence of wide achievement gaps and/or low achievement. This report also provides the state percentile at the mean NCE, which is an indicator of how a student group performed, on average, compared to other students in the state. A percentile of greater than 50 indicates that the students in the group performed, on average, better than most other students in the state.

In order to help evaluate programs, scale scores within a subject area may be compared across grades and over time. However, beginning with the fall 2005 administration, all WKCE-CRT subject area assessments are either fully customized or enhanced to closely match the Wisconsin Model Academic Standards, and are scored and reported on a custom Wisconsin scale. Due to this change, scale scores from prior to the fall 2005 administration cannot be directly compared with current scores. A *TerraNova*/Wisconsin scale score crosswalk table can be found on the DPI WEB site at <http://dpi.wi.gov/oea/sswalk.html>.

Note that scale scores are not equivalent across subject areas because each subject area test is scaled separately.

If, for any group, the percentage of students tested is low, then scale score summaries should not normally be used to reach conclusions about the performance of that group. The characteristics of students not taking WKCE-CRT tests are unlikely to be representative of the group as a whole.

FOR MORE INFORMATION

Student Privacy: http://dpi.wi.gov/oea/priv_more.html

WKCE-CRT: <http://dpi.wi.gov/oea/kce.html>

Downloadable Summary Data:

http://dpi.wi.gov/oea/spr_kce.html



Standards Performance Summary

State: WISCONSIN

Grade: 10

Simulated Data

Purpose

This report summarizes student performance by Wisconsin content standard through the use of an Average Standards Performance Index. The statistical procedure used to calculate the Standards Performance Index is based on student performance on WKCE-CRT test items measuring each content standard and related performance on other WKCE-CRT test items. Information provided by the Average Standards Performance Index is particularly useful in analyzing curriculum and comparing performances across student groups. For another perspective, based on raw scores and maximum possible scores, see the Item Analysis Summary by Standard report.

Test Date: 10/24/05 Scoring: PATTERN (IRT)



Note: This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws and local school board policy.

2005-2006

Wisconsin Student Assessment System

Each WKCE-CRT subject area test measures student learning with respect to the WVAS in that subject. The Standards Performance Index (SPI) is an estimate of the number of questions that a student could be expected to answer correctly if there had been 100 such questions measuring that content standard on the test. The Average SPI is the mean of the SPIs for students tested in that standard.

	Average Standards Performance Index for Students Tested on WKCE-CRT																	
	Science										Social Studies							
	Total Enrolled in Grade	# Tested WKCE-CRT	% Tested WKCE-CRT	Science Connections	Nature of Science	Science Inquiry	Physical Science	Earth and Space	Life and Environment	Science Applications	Personal/Social Perspectives	# Tested WKCE-CRT	% Tested WKCE-CRT	Geography	History	Political Science	Economics	Behavioral Science
Students in Wisconsin Public Schools	70543	68101	97	67.7	74.9	69.6	67.6	74.2	56.8	73.4	64.9	68012	96	74.8	72.9	67.9	81.1	69.8
Students Not in District Full Acad Yr	4038	3560	88	71.7	76.3	71.0	67.3	78.3	56.3	75.0	67.0	3540	88	77.3	75.7	66.0	87.3	70.3
Students in District Full Acad Yr	66505	64541	97	67.6	74.9	69.6	67.6	74.2	56.8	73.4	64.9	64472	97	74.8	72.8	68.0	81.0	69.8
In Single School	64761	63080	97	67.6	74.9	69.6	67.6	74.2	56.8	73.4	64.9	63015	97	74.8	72.8	68.0	81.0	69.8
Not in Single School	1705	1453	85	0	0	0	0	0	0	0	0	1449	85	0	0	0	0	0
With Disabilities Attending Another Dist ¹	39	8	21	0	0	0	0	0	0	0	0	8	21	0	0	0	0	0

Results by Demographic Group (Wisconsin Public Schools)

Students in Wisconsin Public Schools	70543	68101	97	67.7	74.9	69.6	67.6	74.2	56.8	73.4	64.9	68012	96	74.8	72.9	67.9	81.1	69.8
Female	34434	33406	97	67.5	75.0	69.8	67.9	74.8	56.3	73.9	65.0	33364	97	76.3	75.5	70.1	84.5	73.0
Male	36025	34623	96	67.9	74.2	69.4	67.1	73.6	59.4	72.8	64.8	34581	96	73.3	69.3	65.5	77.3	66.2
Gender Code Missing or Invalid	84	72	86	0	0	0	0	0	0	0	0	67	80	0	0	0	0	0
American Indian/Alaska Native	998	947	95	0	0	0	0	0	0	0	0	942	94	0	0	0	0	0
Asian/Pacific Islander	2285	2167	95	78.5	82.5	78.0	75.5	85.0	70.5	83.0	76.0	2162	95	85.5	87.0	81.5	94.0	84.0
Black (Not of Hispanic Origin)	5851	5135	88	28.0	32.0	34.0	35.0	30.0	26.0	28.0	27.0	5091	87	42.0	27.0	24.0	22.0	23.0
Hispanic	3115	2620	84	58.6	76.0	58.0	65.2	67.4	56.8	62.6	59.8	2620	84	65.6	59.0	50.4	66.0	55.2
White (Not of Hispanic Origin)	58010	56869	98	68.0	75.0	70.0	67.7	74.5	56.9	73.8	65.1	56840	98	75.1	73.3	68.4	81.6	70.2
Race/Ethnicity Missing or Invalid	284	263	93	0	0	0	0	0	0	0	0	257	90	0	0	0	0	0
English Language Learner	1672	1188	71	0	0	0	0	0	0	0	0	1186	71	0	0	0	0	0
English Proficient	68871	66913	97	67.7	74.9	69.6	67.6	74.2	56.8	73.4	64.9	66826	97	74.8	72.9	67.9	81.1	69.8
Migrant	61	38	62	0	0	0	0	0	0	0	0	38	62	0	0	0	0	0
Nonmigrant	70482	68063	97	67.7	74.9	69.6	67.6	74.2	56.8	73.4	64.9	67974	96	74.8	72.9	67.9	81.1	69.8
Students with Disabilities	9243	8228	89	55.8	64.3	59.7	57.6	61.9	45.1	61.1	50.9	8197	89	59.1	52.9	47.6	61.1	51.7
Nondisabled	61300	59873	98	68.7	75.9	70.5	68.5	75.3	60.0	74.5	66.1	59815	98	76.2	74.6	69.7	82.8	71.4
Economically Disadvantaged	14552	13336	92	67.3	77.5	68.2	68.8	74.9	61.2	73.1	65.8	13300	91	73.4	68.8	62.5	78.3	65.6
Not Economically Disadvantaged	55991	54765	98	67.7	74.9	69.7	67.5	74.2	56.8	73.4	64.8	54712	98	75.0	73.2	68.4	81.3	70.2

¹ Test results for students with disabilities who reside in one district but who are placed in a school in another district due to special educational needs are reported with results for the district of residence. Note: Standards Performance Summary Reports are organized by WKCE-CRT Assessment Frameworks Objectives in Reading and Mathematics, and by Wisconsin Model Academic Content Standards in all other content areas.

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03/29/06

STANDARDS PERFORMANCE SUMMARY 2005–2006

GENERAL INTERPRETATION

The “Standards Performance Summary” reports your students’ performance on the Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test (WKCE-CRT) by Wisconsin content standards. Each WKCE-CRT subject area test measures student learning with respect to content standards in that subject. Usually there are several content standards that are assessed in one WKCE-CRT subject area test.

Each reported content standard is measured by four or more WKCE-CRT items. Information about the students’ performance on these items and related performance on other WKCE-CRT test items is used to calculate a Standards Performance Index. The Standards Performance Index (SPI) is an estimate of the number of questions that a student could be expected to answer correctly if there had been 100 such questions measuring that content standard on the test. These estimates have been averaged for students tested on WKCE-CRT in each student group.

The “Standards Performance Summary” report provides no information about students not tested on WKCE-CRT, or about student performance on alternate assessments (WAA). Information about performance on alternate assessments is provided on the Wisconsin Student Assessment System (WSAS) “Proficiency Summary Report.”

HOW TO READ THIS REPORT

The report is organized with district, school, grade, subject area, and demographic selections shown at the top of the report. The subject area tested is the main heading and corresponding Wisconsin content standards are under the subject heading. Standards Performance Summary Reports are organized by WKCE-CRT Assessment Frameworks Objectives and Sub-skills in Reading and Mathematics, and by WMAS Content and Performance Standards in other content areas. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. For example, the first column in the “Students in Wisconsin Public Schools” row shows the total enrolled. (Note: District and school level disaggregation by student group [e.g., female] is based upon students enrolled in the district or school for a full academic year.) Continuing across the row, the first column under the first subject area (e.g., Social Studies) reports the number of students who were tested on WKCE-CRT in Social Studies, and the next column indicates the percentage of students who were tested on the WKCE-CRT in Social Studies. The number under the “Geography” content standard column heading is the average SPI for Geography for the tested students.

STUDENT PRIVACY

On public reports, to protect student privacy, average SPIs are not reported in every row. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level only need to consider the number of students in each group at that school. District level rules must account for the sizes of groups in the district and in each school of the district.

Data that do not infringe on student privacy can be downloaded from the Office of Education Accountability Web site.

USING THIS REPORT TO IMPROVE LEARNING

The average SPI can be used to analyze curriculum strengths and weaknesses in a given content standard, and is particularly useful when comparing performance across schools and student groups in any given year. It may also be useful to track the difference between the local and State average SPIs. If the local SPI is greater than the State SPI, and if the difference is increasing over time, then this difference provides some evidence of higher achievement by later groups of students at the same grade.

It is not recommended that SPI averages be directly compared across years because test questions measuring each standard change each year, and WKCE-CRT items measuring each content standard represent only a portion of the entire subject area test. While care is taken to ensure that scores on WKCE-CRT tests in any given subject have comparable meaning over time, SPIs are not designed to be comparable over time.

Average SPIs should be interpreted with caution when the percentage of students in a group taking WKCE-CRT is relatively low.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:

<http://dpi.wi.gov/standards/index.html>

Student Privacy: http://dpi.wi.gov/oea/priv_more.html

WSAS Alternate Assessments:

<http://dpi.wi.gov/oea/wsasalt.html>

WKCE-CRT proficiency standards:

<http://dpi.wi.gov/oea/profdesc.html>

Downloadable Summary Data:

http://dpi.wi.gov/oea/spr_kce.html

See the Item Response Analysis Reports for specific WKCE-CRT items measuring each content standard.

For another perspective, based on raw scores and maximum possible scores, see the “Item Analysis Summary by Standard.”

Item Response Analysis — WKCE-CRT Constructed-Response



Item Response Analysis-CR

School: ANYSCHOOL

Grade: 3

Simulated Data

Purpose

This report lists all of the Wisconsin Model Academic Standards or Assessment Frameworks Objectives covered by WKCE-CRT, their corresponding test items, and the performance of students statewide, districtwide, and schoolwide on each of these items. The differences between school, district, and state can inform educators of relative strengths and needs. Distractor analysis for selected-response items and the percents of students who scored at each point level for constructed-response items can help educators evaluate the thinking processes and subject-area knowledge of students.

Test Date: 10/24/05 Scoring: PATTERN (IRT)

District: ANYDISTRICT
State: WISCONSIN

1234-5678



2005-2006 Wisconsin Student Assessment System

Item Response Analysis: WKCE-CRT Constructed-Response Items

Reading

No. of students enrolled: 342

No. of students tested: 305

Standards/Frameworks:

3. Analyzes Text Item No.

3.3 33

3.3 26

3.3 34

Total 3

4. Evaluates & Extends Text

4.1 30

4.2 31

Total 3

Points Possible	Average points of students tested				Percent of students tested who scored at each point level							
	State	District	School	Difference School - State	0 Points	1 Point	2 Points	3 Points	4 Points	5 Points	6 Points	Off-topic / illegible
3.3	0.5	0.5	0.5	0.0	2	28	11	0	0	0	0	36
3.3	0.6	0.6	0.6	0.0	27	55	0	0	0	0	0	12
3.3	0.3	0.3	0.3	0.0	1	27	0	0	0	0	0	40
Total	1.4	1.4	1.4	0.0	1	27	0	0	0	0	0	32
4.1	0.9	0.8	0.8	-0.1	1	6	38	0	0	0	0	24
4.2	0.7	0.6	0.6	-0.1	1	61	0	0	0	0	0	30
Total	1.6	1.4	1.4	-0.2	1	61	0	0	0	0	0	8

Note: Item Response Analysis Reports are organized by WKCE-CRT Assessment Framework Objectives and Sub-skills in Reading and Mathematics (see the assessment frameworks for information) and by Wisconsin Model Academic Content and Performance Standards in all other content areas. If a sub-skill or performance standard does not appear on this report, then there were no items that measure that sub-skill or performance standard this year.

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11/15/05

ITEM RESPONSE ANALYSIS—CONSTRUCTED-RESPONSE 2005–06

GENERAL INTERPRETATION

The “Item Response Analysis: WKCE-CRT Constructed-Response” report lists all of the Wisconsin content standards covered by WKCE-CRT, their corresponding constructed-response (CR) test items, and the performance of students statewide, districtwide, and schoolwide on each item. Four types of information are provided for each item: maximum points possible, average points, local minus state differences in averages, and the distribution of points earned by individual students.

Comparisons between the average points and maximum points possible provide some indication of item difficulty. For example, an average of 1.9 on a 2-point item suggests that students found the item relatively easy. An average of 2.1 on a 6-point item suggests that students found the item relatively difficult.

The “Difference” columns can be used to compare local results for each item with district and state results. Positive school–state and school–district differences mean the students tested in the school performed better on these items than students tested in the state and district.

The section on the right side of the report shows the percentage of the local group that scored at each point level. “Left blank / erased” and “Off-topic / illegible” responses are also shown.

The “Item Response Analysis—WKCE-CRT Constructed-Response” provides no information about students not tested on WKCE-CRT or about student performance on alternate assessments (WAA). Information about performance on alternate assessments is provided on the Wisconsin Student Assessment System (WSAS) “Proficiency Summary Report.”

HOW TO READ THIS REPORT

Each constructed-response item is identified by item number and is listed by subject, content standard or assessment framework objective, and performance standard or sub-skill on the left side of the report. The number of students tested on WKCE-CRT in each subject is indicated below the subject. All averages and percentages in this report are based solely on data for students tested on the WKCE-CRT subject area test. The Wisconsin Model Academic Standards Web site provides definitions of content and performance standards for language arts, science, and social studies. Definitions of Assessment Frameworks Objectives and Sub-skills for reading and mathematics can be found on the WKCE-CRT Web site. See the “More Information” section of this report for Web addresses.

The “Depth of Knowledge” (DOK) for each item is listed on reading and mathematics Item Analysis reports. DOK is a measure of cognitive demand required to correctly answer the item. DOK was established for reading and mathematics using a method developed by nationally recognized educational measurement experts, and the input of Wisconsin educators.

A DOK of one (1) indicates that the item can be answered using simple methods, such as recall, whereas a DOK of four (4) indicates that the item requires higher-order thinking, such as analysis and synthesis.

Information about performance on each item can be read across the rows of the report. For example, the code to the left of each item is the code for the performance standard or sub-skill measured by that item. The column immediately to the right of the item number indicates the DOK (on reading and mathematics reports). The column to the right of the DOK column indicates the maximum possible points for the item. The next five columns show the average points received by students in the state, district, and school and differences in the averages. The last nine columns show the percentage of students tested who scored at each point level or whose response was “Left blank / erased” or “Off-topic / illegible.”

USING THIS REPORT TO IMPROVE LEARNING

High or low averages in the “Average Points” columns, compared to the “Points Possible” may help determine which items your students found easy and which ones they found difficult. The “Difference” columns may help determine whether local averages are unusually high or unusually low.

The columns under “Percent of students tested who scored at each point level” may provide explanations of unacceptably low or unusual average points. A few very high or very low scoring students can significantly affect averages. A large proportion of students with low scores for an item or items can indicate a common misconception or an area that was not covered in your curriculum; this information may be missed if you focus only on average points.

Totals are provided for each content standard to assist you in scanning for patterns. If students in the school or district are performing consistently across several items for the same standard, then those patterns may be meaningful when planning instruction. The “Item Analysis Summary by Standard” report may also be useful.

Note that WKCE test items measure a sample of skills covered by the content standard. Test items and specific skills within each standard that are measured by test items will vary from year to year. It is important to review items covering each standard each year to better understand the information provided by this report.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:
<http://dpi.wi.gov/standards/index.html>
WKCE-CRT: <http://dpi.wi.gov/oea/kce.html>
Science Connections: <http://dpi.wi.gov/oea/kcscnstnda.html>

See “Item Response Analysis: WKCE-CRT Selected Response” for information about student performance on selected response items. See “Item Analysis Summary by Standard” for average raw scores for all item types measuring each standard by student group. WKCE-CRT test items are available for inspection through your District Assessment Coordinator (confidentiality agreement is required).



Item Response Analysis-SR

School: ANYSCHOOL

Grade: 3

Simulated Data

Purpose

This report lists all of the Wisconsin Model Academic Standards or Assessment Frameworks Objectives covered by WKCE-CRT, their corresponding test items, and the performance of students statewide, districtwide, and schoolwide on each of these items. The differences between school, district, and state can inform educators of relative strengths and needs. Distractor analysis for selected-response items and the percent of students who scored at each point level for constructed-response items can help educators evaluate the thinking processes and subject-area knowledge of students.

Test Date: 10/24/05 Scoring: PATTERN (IRT)

District: ANYDISTRICT
State: WISCONSIN



2005-2006

Wisconsin Student Assessment System

Item Response Analysis: WKCE-CRT Selected-Response Items

Reading

No. of students enrolled: 342

No. of students tested: 305

Standards/Frameworks:

	State	District	School	Difference School - State	Percent of students tested who chose the correct response	Distractor Analysis by School					Percent of students tested who chose each response	Left blank or multiple marks
						A or T	B or G	C or H	D or J	E or K		
1. Determines Meaning	Item No.											
1.1	48	87	92	93	+ 6	1	0	✓ 93	0	N/A	4	4
1.1	41	73	79	80	+ 7	1	✓ 80	9	4	N/A	4	4
1.1	46	81	88	91	+ 10	3	✓ 91	0	4	N/A	4	4
1.1	50	77	78	71	- 6	7	9	✓ 71	15	N/A	4	4
1.1	54	81	88	89	+ 8	1	✓ 89	0	4	N/A	4	4
1.1	55	83	87	91	+ 8	4	2	0	✓ 91	N/A	4	4
1.1	58	1	89	93	+ 4	0	✓ 93	4	0	N/A	4	4
1.1	45	4	80	78	+ 6	2	✓ 78	5	7	N/A	5	5
1.2	40	4	55	62	+ 7	1	16	5	✓ 62	N/A	4	4
1.2	8	3	76	81	+ 5	2	2	✓ 76	4	N/A	4	4
1.2	53	2	66	75	+ 10	1	4	7	✓ 84	N/A	4	4
1.2	37	3	79	82	+ 5	2	11	2	0	N/A	4	4
1.2	5	1	72	84	+ 12	7	11	7	✓ 56	N/A	4	4
1.2	10	3	58	62	- 2	6	2	✓ 82	9	N/A	4	4
1.2	6	2	82	87	0	5	27	16	✓ 42	N/A	4	4
1.3	14	3	42	48	+ 6	1	11	15	✓ 64	N/A	4	4
1.3	16	4	62	67	+ 5	3	✓ 44	13	31	N/A	4	4
1.3	47	1	40	44	+ 4	0	7	✓ 82	4	N/A	5	5
Average		76	81	83	+ 7	2						

2. Understands Text	Item No.											
2.1	2	69	78	82	+ 13	4	0	✓ 80	0	N/A	4	4
2.1	60	4	71	73	+ 2	4	13	4	✓ 78	N/A	4	4
2.1	56	2	77	80	+ 3	2	5	✓ 67	15	N/A	4	4
2.1	7	1	59	67	+ 8	0	✓ 85	0	5	N/A	4	4
2.1	9	4	65	71	+ 6	2	4	4	✓ 82	N/A	4	4
2.1	25	1	75	80	+ 5	7	✓ 89	4	0	N/A	4	4
2.2	1	2	74	81	+ 7	2	5	4	✓ 84	N/A	4	4
2.2	3	2	76	82	+ 6	2	✓ 67	0	16	N/A	5	5
2.2	4	3	76	84	+ 8	17	✓ 69	4	18	N/A	4	4
2.2	5	3	62	68	+ 6	1	5	4	✓ 65	N/A	4	4
2.2	6	4	60	69	+ 9	0	✓ 85	4	5	N/A	4	4
2.2	8	2	74	81	+ 7	2	4	4	✓ 82	N/A	4	4
2.2	10	2	76	82	+ 6	2	✓ 89	0	4	N/A	4	4
2.2	11	4	76	84	+ 8	2	5	5	✓ 84	N/A	4	4
2.2	12	2	62	68	+ 6	1	✓ 67	0	16	N/A	4	4
2.2	13	4	60	69	+ 9	0	✓ 69	4	5	N/A	4	4

N/A: Indicates that this response was not an option for this item.
Note: Item Response Analysis Reports are organized by WKCE-CRT Assessment Framework Objectives and Sub-skills in Reading and Mathematics (see the assessment frameworks for information) and by Wisconsin Model Academic Content and Performance Standards in all other content areas. If a sub-skill or performance standard does not appear on this report, then there were no items that measure that sub-skill or performance standard this year.

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11/15/05

ITEM RESPONSE ANALYSIS—SELECTED- RESPONSE 2005–06

GENERAL INTERPRETATION

The “Item Response Analysis—WKCE-CRT Selected-Response” lists all of the Wisconsin content standards covered by WKCE-CRT, their corresponding selected-response (multiple-choice) test items, and the performance of students statewide, districtwide, and schoolwide on each item. Three types of information are provided for each item: “Percent of students tested who chose the correct response,” the local minus state “Difference” in these percentages, and a “Distractor Analysis.”

The “Percent of students tested who chose the correct response” indicates the difficulty of the item for students in the group. High percentages mean the students found the item easy. Low percentages mean the students found the item hard.

The “Difference” columns can be used to compare local results for each item with district and state results. Positive school–state and school–district differences mean the students tested in the school performed better on these items than students tested in the state and district.

The “Distractor Analysis” shows the percentage of students tested who chose each response. The correct answer is indicated.

The “Item Response Analysis: Selected Response” provides no information about students not tested on WKCE-CRT or about student performance on alternate assessments (WAA). Information about performance on alternate assessments is provided on the Wisconsin Student Assessment System (WSAS) “Proficiency Summary Report.”

HOW TO READ THIS REPORT

Each selected-response item is identified by item number and is listed by subject, content standard or assessment framework objective, and performance standard or sub-skill on the left side of the report. The number of students tested on WKCE-CRT in each subject is indicated to the right of the subject. All percentages in this report are based on the number of students tested on the WKCE-CRT subject area test. The Wisconsin Model Academic Standards Web site provides definitions of content and performance standards for language arts, science, and social studies. Definitions of Assessment Frameworks Objectives and Sub-skills for reading and mathematics can be found on the WKCE-CRT Web site. See the “More Information” section of this report for Web addresses.

The “Depth of Knowledge” (DOK) for each item is listed on reading and mathematics Item Analysis reports. DOK is a measure of cognitive demand required to correctly answer the item. DOK was established for reading and mathematics using a method developed by nationally recognized educational measurement experts, and the input of Wisconsin educators. A DOK of one (1) indicates that the item can be answered

using simple methods, such as recall, whereas a DOK of four (4) indicates that the item requires higher-order thinking, such as analysis and synthesis.

Information about performance on each item can be read across the rows of the report. For example, the code to the left of each item is the code for the performance standard or sub-skill measured by that item. The column immediately to the right of the item number indicates the DOK (on reading and mathematics reports). The three columns to the right of the DOK column show the percentage of students in the state, district, and school who chose the correct response for that item. Next are the two “Difference” columns. Each of the “Difference” columns indicates the percentage of your students who chose the correct response minus the percentage of students at the district or state level who chose the correct response for that item. The last six columns show the percentage of students who chose each possible response or who left the item blank.

USING THIS REPORT TO IMPROVE LEARNING

High or low percentages in the “Percent of students tested who chose the correct response” columns may help determine which items your students found easy and which ones they found difficult. The “Difference” columns may help determine whether local averages are unusually high or unusually low. The distractor analysis data may provide explanations of unusual or unacceptably low performance levels. A large proportion of students showing a specific incorrect response or no response can indicate a common misconception or an area that was not covered in your curriculum.

Also look for unusual patterns across items that measure the same content or performance standard. Averages are provided for each content standard to assist you in scanning for patterns. The “Item Analysis Summary by Standard” may also be useful. If students in the school or district are performing consistently across several items for the same standard, then those patterns may be meaningful when planning instruction.

Note that WKCE-CRT test items measure a sample of skills covered by the content standard. Test items, and specific skills within each standard that are measured by test items, will vary from year to year. It is important to review items covering each standard each year to better understand the information provided by this report.

FOR MORE INFORMATION

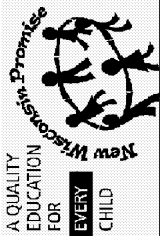
Wisconsin Model Academic Standards:

<http://dpi.wi.gov/standards/index.html>

WKCE-CRT: <http://dpi.wi.gov/oea/kce.html>

Science Connections: <http://dpi.wi.gov/oea/kcscnstnda.html>

See “Item Response Analysis: WKCE-CRT Constructed-Response” for information about student performance on constructed-response items. See “Item Analysis Summary by Standard” for average raw scores for all item types measuring each standard by student group. WKCE-CRT test items are available for inspection through your District Assessment Coordinator (confidentiality agreement is required).



PRIVATE

Item Analysis Summary by Standard

School: ANYSCHOOL

Grade: 3

Simulated Data

Purpose
This report shows student performance by Wisconsin content standard as indicated by raw score points earned on WKCE-CRT. By using this report, content standards can be compared to groups of students. This report shows possible points to reach conclusions about the relative difficulty of items on this year's test for students in these groups. Differences in average points earned on related test items across groups may suggest the need to adjust curriculum or strategies to meet the needs of all students in every group.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

CONFIDENTIAL - DO NOT DISTRIBUTE

Test Date: 10/24/05 Scoring: PATTERN (IRT)

District: ANYDISTRICT 1234-5678
State: WISCONSIN



Note: This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws and local school board policy.

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03/24/06

2005-2006 Wisconsin Student Assessment System

Item Analysis Summary by Standard: Mathematics

Each WKCE-CRT subject area test includes items measuring student learning with respect to the Wisconsin Model Academic Standards in that subject. "Points Possible" is the maximum raw score for items measuring a content standard. A small difference between "Points Possible" and "Average Points of Students Tested" suggests that students found the items relatively easy; a large difference suggests that the students found the items relatively difficult.

Total Enrolled in Grade	WKCE-CRT Item Performance of Students Tested									
	Mathematical Processes	Number Operations	Geometry	Measurement	Statistics/Probability	Algebraic Relationships				
	Points Possible	Average Points of Students Tested	Points Possible	Average Points of Students Tested	Points Possible	Average Points of Students Tested	Points Possible	Average Points of Students Tested	Points Possible	Average Points of Students Tested
60000	98	5.0	12	2.3	10	5.8	10	3.6		
Students in Wisconsin Public Schools										
24	100	5.2	13	2.6	10	5.8	10	3.3		
Students in this District										
24	100	5.4	13	2.6	10	5.8	10	3.3		
Students in District Full Acad Yr										
24	100	5.9	13	2.3	10	5.8	10	3.6		
Students in this School										

Students in this School Full Academic Year by Demographic Group

Students in this School Full Acad Yr	24	100	5.9	13	7.7	12	2.9	10	2.3	10	5.8	10	3.6		
Female	12	100	5.9	13	3.0	12	3.0	10	3.0	10	3.0	10	3.0		
Male	12	100	5.9	13	3.0	12	3.0	10	3.0	10	3.0	10	3.0		
Gender Code Missing or Invalid	0	0	0	0	0	0	0	0	0	0	0	0	0		
American Indian/Alaska Native	2	100	5.9	13	2.7	12	2.7	10	2.7	10	2.7	10	2.7		
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0		
Black (Not of Hispanic Origin)	5	100	5.9	13	2.7	12	2.7	10	2.7	10	2.7	10	2.7		
Hispanic	1	100	5.9	13	2.7	12	2.7	10	2.7	10	2.7	10	2.7		
White (Not of Hispanic Origin)	16	100	5.9	13	2.7	12	2.7	10	2.7	10	2.7	10	2.7		
Race/Ethnicity Missing or Invalid	0	0	0	0	0	0	0	0	0	0	0	0	0		
English Language Learner	1	100	5.9	13	2.6	12	2.6	10	2.6	10	2.6	10	2.6		
English Proficient	23	100	5.9	13	2.6	12	2.6	10	2.6	10	2.6	10	2.6		
Migrant	1	100	5.9	13	2.5	12	2.5	10	2.5	10	2.5	10	2.5		
Nonmigrant	23	100	5.9	13	2.5	12	2.5	10	2.5	10	2.5	10	2.5		
Students with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0		
Nondisabled	24	100	5.9	13	2.9	12	2.9	10	2.9	10	2.9	10	2.9		
Economically Disadvantaged	12	100	5.9	13	2.2	12	2.2	10	2.2	10	2.2	10	2.2		
Not Economically Disadvantaged	12	100	5.9	13	2.2	12	2.2	10	2.2	10	2.2	10	2.2		

Note: Item Analysis Summary Reports are organized by WKCE-CRT Assessment Frameworks Objectives in Reading and Mathematics, and by Wisconsin Model Academic Content Standards in all other content areas.

ITEM ANALYSIS SUMMARY BY STANDARD 2005–06

GENERAL INTERPRETATION

This “Item Analysis Summary by Standard” shows student performance by Wisconsin content standard as indicated by raw score points earned on WKCE-CRT test items covering that content standard. Raw score points for both selected-response and constructed-response items are added together and summarized by student group. A small difference between “Points Possible” and “Average Points” suggests that students found the set of items measuring a content standard relatively easy; a large difference suggests that the students found these items relatively difficult.

The “Item Analysis Summary by Standard” report provides no information about students not tested on WKCE-CRT or about student performance on alternate assessments (WAA). Information about performance on alternate assessments is provided on the Wisconsin Student Assessment System (WSAS) “Proficiency Summary Report.”

HOW TO READ THIS REPORT

The report is organized with district, school, grade, subject area, and demographic selections shown at the top of the report. The subject area tested is the main heading and corresponding Wisconsin content standards are under the subject heading. Standards Performance Summary Reports are organized by WKCE-CRT Assessment Frameworks Objectives and Sub-skills in Reading and Mathematics, and by WMAS Content and Performance Standards in other content areas. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. For example, the first column in the “Students in Wisconsin Public Schools” row shows the total enrolled. (Note: District and school level disaggregation by student group [e.g., female] is based upon students enrolled in the district or school for a full academic year.) Continuing across the row, the first column under the first subject area (e.g., Mathematics) reports the percentage of students enrolled who took the WKCE-CRT in Mathematics. Information for each content standard within each subject area is reported in two columns. The first column shows the total number of raw score points possible for the content standard. The second column shows the average number of score points for the students who took the WKCE-CRT Mathematics test.

STUDENT PRIVACY

To protect student privacy, average points are not reported in every row. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about

groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level only need to consider the number of students in each group at that school. District level rules must account for the sizes of groups in the district and in each school of the district.

Data that do not infringe on student privacy can be downloaded from the Office of Education Accountability Web site.

USING THIS REPORT TO IMPROVE LEARNING

Reading down any given “Average Points” column for any content standard, look for differences between the points earned by the school or district and the state. Also look for differences in points earned by groups within a school or district. These differences may suggest the need to adjust curriculum or strategies to meet the needs of all students in every group.

Reading across the rows, comparisons between “Points Possible” and “Average Points” for each content standard provide some indication of the relative difficulty of the set of items measuring each standard. If the average points for a set of items is 7.7 and the maximum possible points is 8, then students found the items measuring the standard relatively easy. An average of 1.4 points out of a possible 7 for the set of items measuring another standard suggests that students found the second set of items relatively difficult.

Consider focusing adjustments in curriculum or instruction at the content standard level because WKCE-CRT test items measure only a sample of skills covered by the content standard. Test items, and specific skills within each standard measured by test items, will vary from year to year. It is important to review items covering each standard each year to better understand the information provided by this report.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:

<http://dpi.wi.gov/standards/index.html>

Student Privacy: http://dpi.wi.gov/oea/priv_more.html

See the Item Response Analysis Reports for specific WKCE-CRT items measuring each content standard.



PRIVATE

Extended Writing Sample by Student Group

District: ANYDISTRICT

Grade: 8

Simulated Data

Purpose

This report, disaggregated by student group, presents information about student performance on the WKCE-CRT extended writing sample as well as information on student performance on WSAS alternate assessments of writing skills for students with special needs. Using this report, parents and educators can see the percentage of students who scored in a raw score point range on the WKCE-CRT writing assessment and the percentage of students with disabilities and students with limited English proficiency performing at each proficiency level.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

CONFIDENTIAL - DO NOT DISTRIBUTE

Test Date: 10/24/05 Scoring: PATTERN (IRT)

State: WISCONSIN 1234



Note: This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws and local school board policy.

2005-2006

Wisconsin Student Assessment System

The extended writing sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization and spelling. Points received on these two rubrics are combined to produce a single score on this report. Maximum possible score is nine points.

	Total Enrolled in Grade	WSAS Writing Performance									
		WAA for Swd Pre-Requisite Skill ²					WAA for ELL Pre-Requisite English ²				
		(Total)	% Pre-Req Skill	Minimal	% Pre-Req Skill	Basic	(Total)	% Pre-Req Skill	Minimal	% Pre-Req Skill	Basic
Students in Wisconsin Public Schools	65000	6	0	0	0	0	0	0	0	0	0
Students in this District	875	9	0	0	0	0	0	0	0	0	0
Students Not in District Full Acad Yr	71	28	0	0	0	0	0	0	0	0	0
Students in District Full Acad Yr	804	7	0	0	0	1	0	0	0	0	0
In Single School	798	7	0	0	0	0	0	0	0	0	0
Not in Single School	6	33	0	0	0	0	0	0	0	0	0
With Disabilities Attending Another Dist ⁴	0	0	0	0	0	0	0	0	0	0	0
Combined Above Two Groups	6	33	0	0	0	0	0	0	0	0	0

Students in this District Full Academic Year by Demographic Group

	Students in this District Full Acad Yr	(Total)	%	WAA for Swd Pre-Requisite Skill ²	(Total)	%	WAA for ELL Pre-Requisite English ²	(Total)	%	WSAS Writing Performance	(Total)	%
Female	383	9	0	0	0	0	0	0	0	2	4	5.1
Male	420	5	0	0	0	0	0	0	0	2	8	4.6
Gender Code Missing or Invalid	1	0	0	0	0	0	0	0	0	2	4	5.1
American Indian/Alaska Native	2	0	0	0	0	0	0	0	0	6	13	3.8
Asian/Pacific Islander	57	2	0	0	0	0	0	0	0	0	0	0.0
Black (Not of Hispanic Origin)	12	0	0	0	0	0	0	0	0	0	0	0.0
Hispanic	17	18	2	0	0	0	0	0	0	0	0	0.0
White (Not of Hispanic Origin)	715	7	0	0	0	0	0	0	0	0	0	0.0
Race/Ethnicity Missing or Invalid	1	0	0	0	0	0	0	0	0	0	0	0.0
English Language Learner	4	0	0	0	0	0	0	0	0	0	0	0.0
English Proficient	800	8	0	0	0	0	0	0	0	0	0	0.0
Migrant	0	0	0	0	0	0	0	0	0	0	0	0.0
Nonmigrant	804	7	0	0	0	0	0	0	0	0	0	0.0
Students with Disabilities	90	10	0	4	4	3	1	0	0	5	14	3.9
Nondisabled	714	7	0	0	0	0	0	0	0	1	3	5.2
Economically Disadvantaged	78	8	0	1	1	0	0	0	0	3	5	4.7
Not Economically Disadvantaged	726	7	0	0	0	0	0	0	0	1	4	5.1

1 All students are expected to take WSAS assessments except students in grades 4, 8, and 10 who are excused by their parents. WSAS includes statewide standardized tests (e.g., WKCE-CRT), and Wisconsin Alternate Assessments (WAA). All non-tested students, including those opted out by parents, are counted as "not-tested" when calculating Adequate Yearly Progress.
2 The following students take alternate assessments (WAA) in the subject area in lieu of WKCE-CRT Writing: a) Students with documented cognitive disabilities (Pre-Requisite Skill); b) English Language Learner students whose academic English skills are not sufficient to take the WKCE-CRT test in the subject area with allowable accommodations (Pre-Requisite English); c) "Unscorable" WKCE-CRT writing samples are NOT included in calculating "Average Points" at any grade on this report. Samples that are illegible or in another language are unscorable at grades 4, 8, and 10. Also counted as unscorable at grade 10 are blank/erased samples if the student has a WKCE-CRT language arts score. Off-topic samples receive 0 points. ("Unscorable" and off-topic samples are treated as zeroes in computing WKCE-CRT language arts scale scores at grade 10 only. The extended writing sample is not integrated into the WKCE-CRT language arts scale scores at grades 4 and 8.)
4 Test results for students with disabilities who reside in this district but who are placed in a school in another district due to special educational needs are reported with results for this district.

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03/24/06

EXTENDED WRITING SAMPLE BY STUDENT GROUP 2005–06

GENERAL INTERPRETATION

The Extended Writing Sample by Student Group shows how your students performed compared to other groups on the WKCE-CRT extended writing sample and on WSAS alternate assessments (WAA) measuring writing. WKCE-CRT extended writing sample is a statewide standardized test taken by nearly all students. The WAA is taken in lieu of WKCE-CRT by certain students with special needs.

All students are expected to take WSAS assessments except students at grades 4, 8, and 10 who are excused by their parents or guardians. An extended testing window is provided so that students who are absent on any given day can take make-up tests. Some students are not assessed possibly due to long-term absences or other reasons.

The following students participate in WAA in writing in lieu of the WKCE-CRT writing test: (a) Students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE-CRT test in the subject area with allowable accommodations (Pre-Requisite Skill) and (b) English Language Learner students whose academic English skills are not sufficient to take the WKCE-CRT writing test (Pre-Requisite English). There are no allowable language accommodations for ELL students because the Wisconsin academic standard measured is English language arts.

The WKCE-CRT Extended Writing Sample is scored with two holistic rubrics. A six-point composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Points received on these two rubrics are combined to produce a single score on this report. The maximum possible score on WKCE-CRT Writing is nine points. The results are reported in terms of the percentage of students enrolled who scored within each of several raw score point ranges.

WAA consists of DPI-approved protocols and rubrics for the local collection and local scoring of student writing samples. The results for students with disabilities participating in WAA are reported in terms of four proficiency categories: Pre-Requisite Skill Minimal Performance, Basic, Proficient, and Advanced. These categories are below the range of English writing skills covered by WKCE-CRT Writing for the grade level. English Language Learner students participating in WAA in Writing may be assessed in their native language. WAA-ELL Writing results are reported in terms of four proficiency categories: Pre-Requisite English Minimal Performance, Basic, Proficient, and Advanced. Although reported as proficiency categories, rather than raw score point ranges, WAA-ELL Writing results are within the range of writing skills covered by WKCE-CRT for the grade level.

HOW TO READ THIS REPORT

The report is organized with district, school, grade, subject area (writing), and demographic selections shown at the top of the report. The specific mode of writing assessed on WSAS is identified in the column headings. Student groups required for disaggregated reporting are listed down the left side.

Summary information about each student group can be read across the rows of the report. For example, looking at the row "Students in this School Full Acad Yr," the first column shows the total number of students enrolled in the grade. Percentages across each row add to 100% because all these percentages use the number of students enrolled within the row being viewed as the denominator, and the numerators are mutually exclusive groups of students (determined by

the column heading) within this larger group. Discrepancies may exist due to rounding. (If this is a district or school report, then only females enrolled in the district or school for a full academic year would be counted on this row.)

Continuing across the row, column "% No WSAS," is the percentage of students enrolled who did not participate in WSAS in this subject. These students have no results under the WAA or WKCE-CRT columns. Students might not participate in WSAS due to parental excuse, long term illness, or other circumstances.

The column under the "WAA for SwD" heading is "% Pre-Req Skill," which is the percentage of students enrolled who participated in WAA-SwD.

The column under the "WAA for ELL" heading is "% Pre-Req English," which is the percentage of students enrolled who participated in WAA-ELL.

The columns under the WKCE-CRT Writing heading show the percentage of students enrolled with a total Writing score in each score point band or with "unscorable" writing samples. "Unscorable" writing samples include those that are illegible, in another language, and (at grade 10 only) blank or erased. The last column under this heading is the average raw score points of students with a scorable writing sample.

STUDENT PRIVACY

To protect student privacy, average points are not reported in every row. Care was taken to avoid disclosure of test results for small groups of students either directly or indirectly. A group is considered small if the number of students in the group is five or fewer. Indirect disclosure occurs when results are reported both for all students in a group and for a large subset of this group, leaving only a small subset not reported. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

Privacy rules at the school level only need to consider the number of students in each group at that school. District level rules must account for the sizes of groups in the district and in each school of the district.

USING THIS REPORT TO IMPROVE LEARNING

Look at the percentages of students across WAA Pre-Requisite Skill/English levels or WKCE-CRT score bands. Compare these percentages to the percentages at the state or district level to identify unusual performance patterns and relative strengths and weaknesses of your students. Compare these percentages across student groups within your school or district to identify achievement gaps. Review the Extended Writing Sample by Rubric and the description of the writing skills demonstrated for point levels on the WKCE-CRT rubrics for more specific information about the meaning of the patterns.

A large percentage of students with low scores for a rubric can indicate that certain writing skills are not effectively covered in your curriculum. Achievement gaps may indicate the need to try more promising strategies for specific students or student groups.

FOR MORE INFORMATION

Student Privacy: http://dpi.wi.gov/oea/priv_more.html
Students with special needs & statewide assessments: <http://dpi.wi.gov/oea/specneed.html>
WSAS supplemental assessments: <http://dpi.wi.gov/oea/wsassuppl.html>
WSAS alternate assessments: <http://dpi.wi.gov/oea/wsasalt.html>
Writing Rubrics: <http://dpi.wi.gov/oea/kcwriting.html>



Extended Writing Sample by Rubric

School: ANYSCHOOL

Grade: 4

Simulated Data

Purpose

This report summarizes students performance on the WKCE-CRT extended writing sample in terms of two scoring rubrics: a composing rubric and a conventions rubric. The composing rubric evaluates students' ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. The conventions rubric evaluates students' ability to control punctuation, grammar, capitalization, and spelling. Educators can use this report to compare school results on each rubric with district and state results and to evaluate students' relative strengths and needs.

Test Date: 10/24/05 Scoring: PATTERN (RT)

District: ANY DISTRICT
State: WISCONSIN



2005-2006 Wisconsin Student Assessment System

WKCE-CRT Extended Writing Sample by Rubric

No. of Students Enrolled: 110 Writing Mode: Descriptive

Language Arts Content Standard	Scorable Response Summary										Unscorable ¹ Response Summary						
	Number of Students with Scorable Responses	Points Possible	Average Points				Number of Students by Point Level						Number of Students with Unscorable Responses		Number of Students by Reason		Number of Students Not Tested
			State	District	School	School-State Difference	0 Points or Off-Topic	Points 0.5 to 1	Points 1.5 to 2	Points 2.5 to 3	Points 3.5 to 4	Points 4.5 to 5	Points 5.5 to 6	Illegible Handwriting	Another Language	Left Blank (Grade 10 Only)	
Writing	64	6	4.9	4.5	5.2	+0.3	+0.7	4	2	1	1	1	1	2	0		44
Composing Rubric (B.2)	64	3	1.2	1.3	1.3	+0.1	0.0		33	1				2	0		44
Conventions Rubric (B.3)																	

Note: Number of students enrolled = number of students with scorable responses + number of students with unscorable responses + number of students not tested.

-- This rubric cannot receive this point level.
1 "Unscorable" WKCE-CRT writing samples are NOT included in calculating "Average Points" at any grade on this report. Samples that are illegible or in another language are unscorable at grades 4, 8, and 10. Also counted as unscorable at grade 10 are blank/erased samples if the student has a WKCE-CRT language arts score. Off-topic samples receive 0 points. ("Unscorable" and off-topic samples are treated as zeroes in computing WKCE-CRT language arts scale scores at grade 10 only. The extended writing sample is not integrated into the WKCE-CRT language arts scale scores at grades 4 and 10.)

EXTENDED WRITING SAMPLE BY RUBRIC 2005–06

GENERAL INTERPRETATION

The “Extended Writing Sample by Rubric” summarizes student performance on the WKCE-CRT Extended Writing Sample in terms of two scoring rubrics: a composing rubric and a conventions rubric. The composing rubric evaluates students’ ability to control purpose/focus, organization/coherence, development of content, sentence fluency, and word choice. The conventions rubric evaluates students’ ability to control punctuation, grammar, capitalization, and spelling.

Both rubrics are aligned with the content standard “Writing” (under English Language Arts). The composing rubric is a 6-point rubric aligned with performance standard #2: plan, revise, edit, and publish clear and effective writing. The conventions rubric is a 3-point rubric aligned with performance standard #3: understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications. For a more complete description of these standards, go to <http://dpi.wi.gov/standards/index.html>. For more information about the rubrics, go to <http://dpi.wi.gov/oea/kcwriting.html>.

Comparisons between the average points and maximum points possible provide some indication of the difficulty of the skills measured by each rubric. For example, an average of 1.9 on the 6-point rubric suggests that the composing skills are relatively difficult for students. An average of 2.9 on the 3-point rubric suggests that the conventions skills are relatively easy for students.

The “Difference” columns can be used to compare local average points for each rubric with district and state average points. Positive school-state and school-district differences mean the students tested in the school performed better on these rubrics than students tested in the state and district.

“Unscorable” WKCE-CRT writing samples are NOT included in calculating average points at any grade level on this report. Samples that are illegible or in another language are unscorable at grade 4, 8, and 10. Also counted as unscorable at grade 10 are blank/erased samples if the student has a WKCE-CRT language arts score. (“Unscorable” samples are treated as zeroes in computing WKCE-CRT language arts scale scores at grade 10 only. The extended writing sample is not integrated into the WKCE-CRT language arts scale scores at grades 4 and 8.) Note: Students who receive an “Off-Topic” score for the composing rubric will be evaluated on the three-point conventions rubric.

Average points and differences provide no information about students not tested on WKCE-CRT Writing or with unscorable responses. Information about performance on alternate assessments (WAA) is provided on the “Extended Writing Sample by Student Group” report.

HOW TO READ THIS REPORT

The data on this report are arranged under two main headings: “Scorable Response Summary” and “Unscorable Response Summary.”

In the “Scorable Response Summary,” the first column provides the number of students in the grade with a scorable response. The next column shows the total points possible for each scoring rubric. The next three columns show the average points achieved by students in the state, district, and school. The next seven columns provide the number of students scoring at each point level.

Continuing to the “Unscorable Response Summary,” the first column shows the total number of students with an unscorable response. The next three columns indicate the reason responses were considered unscorable.

The last column shows the number of students not tested.

USING THIS REPORT TO IMPROVE LEARNING

Educators can use this report to evaluate students’ relative strengths and needs in composing and conventions by comparing school results on each rubric with the points possible and with district and state results. Review the description of writing skills demonstrated for point level on the rubric for more specific information about the meaning of the scores.

In the “Average Points” column, watch for high or low local averages as compared to the “Points Possible” to determine which writing skills were easy for your students and which skills were difficult. Look at the “Difference” columns to determine whether local averages are unusually low or unusually high. Small differences may not be meaningful.

Look at the “Number of Students by Point Level” for possible explanations of unacceptably low or unusual average points. Note the distribution of scores across the point levels because a few very high or very low scoring students can significantly affect averages. A large proportion of students with low scores for a rubric can indicate that certain writing skills are not effectively covered in your curriculum; this information may be missed if you focus only on average points.

FOR MORE INFORMATION

Wisconsin Model Academic Standards:

<http://dpi.wi.gov/standards/index.html>

WKCE-CRT: <http://dpi.wi.gov/oea/kce.html>

Writing Rubrics: <http://dpi.wi.gov/oea/kcwriting.html>



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